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ABSTRACT

Objectives of the National Indian Management Service of America's (NIMA) workplan for a two-year survey investigating the need for educational services among adult American Indians in the U.S. include the following: to provide for a basic survey to define accurately the extent of the problems of illiteracy and lack of high school completion; to provide information on the operation and attainment of federal and state supported AEE/GED/SEA services to adult American Indians; and to recommend program strategies for addressing the educational needs of adult Indians. Instruments to be used in data collection are a SEA Questionnaire of Adult Education Programs (to collect information requirements pertaining to the availability, use, and nature of SEA adult education programs); an Office of Indian Education, Part C Program Questionnaire (to collect descriptive information on adult Indian education programs funded to meet the special needs of adult Indians); and a Field Interview Schedule of Adult Indian Education Needs (to provide basic bibliographic information, social and occupational information, educational attainment and aspiration information, and a composite inventory of functional illiteracy including measurement of reading, writing, and arithmetic). The sampling design will include a pretest, a structured precoded personal household interview for the field study interview (3,369 adults within 63 counties), a Title IV-C program study of 51 projects, and a State Education Agency study of 50 SEA's. (JC)

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Project Overview

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The Adult Indian Education Needs Assessment: Project Overview*

Peter H. Hackbert

INTRODUCTION

The Department of Health, Education and Welfare, Office of Indian Education, has awarded two grants to the National Indian Management Service of America, Inc. (NIMA) to conduct a basic survey over a two year period to determine the needs for educational services of adult Indians throughout the continental United States.

Background of the Study

Recent documents, which have examined the status of adult education in this country in terms of participant numbers, program characteristics and financial resources, suggest that the educational needs of the American adult population are not being met. The surveys of adult education trends by the National Center for Educational Statistics report declining participation rates in adult education programs by non-white, poorer, less well-educated adults. (Orso, 1975; Rosenthal, 1976; Galladay, 1977).

Further recognition of the low participation rate of adult target populations has come from Dr. Mary F. Berry, Assistant Secretary for Education, during recent testimony in connection with S. 1753:

> Evaluation of the ABE program indicate that few of the target population participate and that even when they do participate, relatively few are helped by the program. The major difficulties are poor outreach and the use of teaching methods which are adequate for young children but are offensive to adults and work poorly. The targeted population needs the services that are provided but the services are not being made available in a form to which the population has access. (Berry, 1977)

This recognition of (1) the potential for encouraging educational disparities among segments of the US population via federally-funded adult education efforts and (2) the realities of the failure of federally-funded adult education programs to serve the target populations for whom they were primarily intended comes at a time when approximately one-fifth of the US population has been found to be 'functioning with difficulty' in five general knowledge and five skill areas. The Adult Performance Level Survey on functional competency examined adults' proficiency/coping ability in areas of occupational knowledge, consumer economics, government and law, health and community resources and in the skill areas of reading, problem solving, computation and writing.

While the studies and the observations referred to here have described an adult population with coping skills' deficiencies, none have isolated the target group which is addressed in this study -- American Indian adults. The discussions of participation rates and, in the case of the APL, performance levels fail to describe the status of adult American Indian whose educational attainment, occupational status, and income level falls far short of the standards most adults enjoy in this country.

American Indians have more problems than any other minority in securing and retaining employment. Both rural and urban Indian participation rates in the labor market are far lower than those of any other group in society. Sixty-three percent of Indian men over 16 years of age were in the labor force in 1970, 14 percent below the average nationally; seven percent below blacks, the next lowest group.

Coupled with the low labor participation rate, male Indians over 16 also have the highest unemployment rate, three times higher than the national rate. The thirty-five percent Indian female labor force population rate is the lowest of all groups except for Puerto Rican people, and Indian women have the highest unemployment rate.

Indian adults have the lowest individual income of any group in the country, with 55 percent of all Indian men receiving less than $4,000 per annum. The only group poorer than urban Indian people are rural Indian people. (Urban Associates, 1974).

Despite the figures above and the knowledge that improved educational status positively influences employability and income level, (Urban Associates, 1974) there is possibly federal and state data which (1) assesses the educational needs of American Indian adults; (2) examines the accessibility of existing adult education programs to Indian adults and the degree to which non-Indian educational agencies provide adult education approaches which could be used to deliver adult education services to Indian adults; (3) identifies educational approaches which could be used to deliver adult education to Indian adults; and (4) describes the effects of adult education programs in Indian communities.

The Needs Assessment Objectives:

The Needs Assessment Objectives are:

(1) To provide for a basic survey to define accurately the extent of the problems of illiteracy and lack of high school completion, of adult American Indians

(2) To provide information on the operation and attainment of federal and state supported ABE/GED/SEA services to adult American Indians

(3) To recommend program strategies for addressing the educational needs of adult American Indians

In order to meet the objectives of the Needs Assessment and to supply the Office of Indian Education with the above information, the following data are required:

(a) descriptive information on the availability of adult education within each of the 48 continental United States;

(b) descriptive information on the adult education programs and their priorities offered within each state;

(c) accessibility of State Education Agency (SEA) programs to adult American Indians;

(d) incidence of Indian participation in state sponsored adult education programs;

(e) descriptive information on the adult education programs funded through the USOE/Office of Indian Education (OIE);

(f) differences between state sponsored adult education programs and those funded through USOE/OIE;

(g) incidence of Indian community participation in adult education programs funded through USOE/OIE;

(h) costs and impact of adult education programs funded through USOE/OIE;

(i) measures of basic literacy and coping skills of American Indians; and

(j) adult American Indian reports of their educational needs and aspirations.

Three instruments are projected to collecte these data. They include:

(a) A SEA Questionnaire of Adult Education Programs which will collect the information requirements pertaining to the availability, use and nature of SEA adult education programs to adult Indians;

(b) Office of Indian Education, Part C Program Questionnaire which will collect descriptive information upon adult Indian education programs funded to meet the special needs of adult Indians;

(c) A Field Interview Schedule of adult Indian Education Needs which will include basic bibliographic information, social and occupational information, educational attainment and aspiration information; and a composite inventory of functional illiteracy which includes measures of reading, writing, and arithmetic.

Literature Review

The literature on American Indian education reveals little systematic research on adult Indians in terms of educational status and trends. The efforts to date document the fact of alienation of Indian parents from educational processes, minimal involvement of Indian adults in their child's education, and lack of control of communities by Indian people. By treaty, statute, and long undisputed practice and policy, the United States has assumed obligations for

the education of tribal Indians. The public school education received by Indian students has been subsidized to some extent by the Federal Government since the 1890's. The Meriam Report of 1928 while recommending many changes that would not occur until the 1930's and 1940's mentioned the importance of adult education when it stated that

> no matter how much may be done in the schools or how much the education program may center around the school, a genuine educational program will have to comprise the adults of the community as well as the children. (Emphasis added.) (Meriam, L. 1928:349).

In 1934, John Collier, appointed Commissioner of Indian Affairs by Franklin D. Roosevelt advocated for a 'community education' concept which would reach adult Indians and influence the "health, recreation and economic welfare" of the local area. Little however, was actually implemented for what ultimately became what was called adult education. In 1961, the Commission on the Rights, Liberities, and Responsibilities of the American Indian reported that in 1964, 168 Indian communities has adult Indian programs at a cost of approximately one million dollars. None-the-less, the Commission observed:

> Indian parents, without a tradition of formal education behind them, found it hard to understand its needs or benefits. Poor families must sacrifice to keep their young ones in school. They have a hard time earning enough money for clothes and shoes and are loath to surrender the potential wage the children might earn. Such parents rarely give youngsters the incentive to attend school regularly or to continue to higher levels. In such cases, adult education, which benefits not only the parents but indirectly the child, is called for. (Brophy, 1966)

At this time, it was reported (Report of the Committee on Labor and Public Welfare, 1971) that about 75,000 Indian adults had not completed a fifth grade education. Less than one-fifth of the adult Indian population had completed high school. Funtional illiteracy was reported as one of the major causes of Indian poverty and unemployment, and almost nothing was being done about it. The Indian Education Subcommittee observed:

> A major commitment should be made to the adult education programs for American Indians. The national need for such a commitment is all too evident in the low economic status, rise in alcoholism, lack of employment capabilities, the inability of too many Indian adults to read and write and the general lack of fulfillment of Indian adults on reservations (Report of the Committee on Labor and Public Welfare, 1971:101).

The Congress then authorized (PL 92-318) the Commissioner of Education to make grants to support planning, pilot and demonstration projects, the dissemination of information and the evaluation of adult Indian education programs. In addition, the Commission is authorized to assist in the establishment and operation of adult Indian basic education programs, to support a major research and demonstration effort in their field and to determine accurately the extent of illiteracy and lack of high school completion of Indian adults.

Presently, US Office of Education documents describing adult education provide no information on American Indian adults.

> Recent annual reports of the National Advisory Council on Indian Education to the Congress lists the number of grants and kinds of program operated under the auspices of the US Office of Indian Education/Title IV, Part C. The number of adults served or kinds of programs operated has not been presented (Indian Education, 1976).
>
> Reports from the National Advisory Council on Adult Education and Adult Basic Education Program Statistics prepared by DHEW/ USOE have listed participants in state operated adult education programs by age, sex, and race. In some of these reports, American Indians have been included as a separate count although as the reports indicate, some states do not report participants by race. (DHEW/NCES, 1969, 1972, 1975)

In 1975, the Adult Performance Level Study, sponsored by USOE, operationally defined literacy in terms of skills and knowledges needed by adults in order to cope successfully in modern society. Further, it measured adult's competencies in these same terms. This study defined a set of adult needs, identified general knowledge and skill areas. A national sample was drawn to determine competency levels -- functioning with difficulty, functional adults, or proficient adults. The results, disseminated by the US Office of Education, to state legislatures, and a number of state departments of education found approximately one-fifth of the US population to be 'functioning with difficulty', with the greatest area of difficulty for adults appearing to be consumer economics.

The APL study is important for several reasons:

(1) Very few American Indian adults were included in the national sample (1.6% of the sample). Adult competencies as measured by the APL have not been reported by ethnicity which leaves the functional competency level of adult Indians unavailable.

(2) Given the diversity of American Indian communities and their general inaccessibility to data collection efforts (e.g., U.S. Census Bureau has acknowledged an under-count of American Indians), it is unlikely that a report on the functional compentencies of American Indian adults will be accurate.

(3) Serious concerns have been raised by Indian educators, particularly those working for Indian adult education programs as administrators, planners, or instructors as to the validity and reliability of the competencies as preformance indicators in American Indian communities. These educators have pointed out that some of the APL competencies conceptualized for 'success' are in direct conflict with certain tribal values. Moreover, for an adult educator to attempt to persuade adults to acquire competency in these areas would be an alienating act. There has been, too, the question of defining success criteria for Indian adults. Definitions of what constitutes functional competency may vary greater among Indian and non-Indian populations. (These and other concerns related to the APL and the US Office

of Education's deeply supportive posture in regards to the APL, were raised for the past two years at national conferences of Indian adult educators held in 1976 in Tahlequah, Oklahoma and in 1977 in Fort Duchesne, Utah.

In terms of adult Indian literacy, the only research reported was Literacy and Education Among Adult Indians in Oklahoma (Hall and Hackbert, 1977), a USOE/OIE sponsored survey of literacy and education among adult Indians in Oklahoma. This study interviewed members of Indian tribes residing within Oklahoma and presented data describing personal, social, tribal, employment characteristics and functional literacy levels in four knowledge and four skill areas. The Oklahoma study was the first of its kind and thus the only USOE/Office of Indian Education-sponsored assessment of Indian adult literacy and needs. The report carefully reviewed prior research on literacy -- definition of, assessment of, and functional. A set of criterion literacy tasks deemed necessary for Indian adults to function 'successfully' in their own terms and in their own communities were constructed, field tested, and incorporated into an instrument. The definition of literacy used in the Oklahoma study is one which moves beyond grade level equivalence or the mere ability to 'call; words. The study provides a definition for measuring an adult's ability to use reading, writing, and computation skills to perform those tasks necessary for an adult's effective functioning in daily life.

The proposed survey expands and extends the Oklahoma research by focusing upon seven survey design requirements: (1) geographical representativeness; (2) rural-urban representativeness; (3) tribal and cultural group representativeness; (4) age and sex representativeness; (5) demographic representativeness; (6) efficiency within cost and time constraints; and (7) precision adequate for national and regional decisions.

METHODOLOGY

Survey Design

The basic survey plan includes three separate studies. These related data collection efforts, are: (1) a data collection effort to identify the interface of SEA administered adult education programs with the adult Indian communities; (2) a data collection effort to identify successful adult Indian education programs funded through IEA Title IV, Part C and to ascertain the characteristics of the Indian adults being impacted by these programs; and (3) a data collection effort to describe the demographic characteristics of adult Indians; to measure the functional literacy and educational attainment. The survey objectives, basic study questions, areas of inquiry and products of the studies can be visualized as follow:

Insert Figure 1 about here.

The Adult Indian Education Needs Assessment has been divided into three phases: early, middle and final. Eight working papers are scheduled to be completed during the early phase (approximately the first six months). These products will be published in the First Interim Report which will be delivered to the Office of Indian Education in January, 1979. During the middle phases, the three studies will be implemented to collect data from Indian households, State Education Agencies and from currently funded Office of Indian Education Adult Education Programs. A schematic of the interrelation of the survey activities and products is depicted in Figure 2.

Insert Figure 2 about here.

Population. The 1970 census reports 763,594 Indians, 6,352 Aleuts, 28,186 Eskimos, and 71,275 Hawaiians residing in the United States. Fifty-nine percent of this population are adults, age 16 or over. Six percent reside in the Northeast; 19% reside in the North Central states; 25% reside in the South; and 50% reside in the West. Forty-five percent of the population live in urban settings; 49% live in rural non-farm settings; and 6¢ live in rural-farm settings. Of the 96 tribes reported by the 1970 census, the largest tribes are: (1) Navajo 12.7%; (2) Cherokee 8.7%; (3) Sioux 6.3%; (4) Chippewa 5.5%; (5) Pueblo 4.1%; (6) Lumbee 3.6%; (7) Choctaw 3.1%; and (8) Apache 3.0%. Forty-one percent of the population are under 16 years of age: 16% are between 15 and 30 years of age; 12% are between 29 and 40 years of age; 11% are between 39 and 50 years of age; 8% are between 49 and 60 years of age; 4% are between 59 and 65 years of age; and 7% are over 65 years of age. Forty-nine percent of the population are male and 51% are female.

Interface Between the Survey and the Population Characteristics.

The choice and specification of a survey design is dependent upon the generalizability and precision required by the study; the nature, size and dispersion of the population; and the resources available for the survey. Survey requirements are often influenced by the known characteristics of the population and by the intended use of the results. The proposed survey will be used for national policy decisions in regard to funding level and emphasis of (PL 92-318) Title IV, Part C of the Indian Education Act. The use of the results require generalization to the national population with a dependable degree of accuracy. The survey will also be used for planning and program priorities at regional levels of the United States. This use is confounded by the dispersion and heterogenuity of the target population.

The eastern and western sections of the United States represent marked contrasts in regard of population distributions of Indians. Although recent migration has resulted in the urbanization of many western Indians, the primary density of the population still remains on large federal reservations. Recent migration and inconsistent federal relationships with eastern Indian tribes have promoted dispersion of Indian families such that large homogeneous pockets of Indian residents no longer exist. Many Indian families have taken up residence in urban areas where employment opportunities are greater. Other Indian families have found life styles associated with migratory agricultural and fishing occupations. Still others have tended to remain with their tribal groups which appear to be diminishing in density.

The survey design, particularly as it pertains to the Field Interview Schedule, requires five sampling or population variables due to expected differences. These five variables are: (1) geography; (2) tribal/cultural; (3) sex; (4) age; and (5) demography. Rationale for representativeness requirements can be established through the hypothetical relationships between these five variables and potential differences in needs across these variables.

Geographically, the Indian and Native American population has been grouped into cultural areas or regions by Gastil (1941), Swanton (1952), and Stewart (1960). These geographic groupings are similar and are based upon the lifestyles evolving in given cultural terrains such as the eastern forests, the Midwestern plains, the northwestern coasts, the coastal mountains, and the southwest deserts. A slightly modified version of Gastil's groupings has been selected for the regional categorization.

Tribes also differ by cultural variables such as ways of life, languages, religions, and the art. There are greater differences across regions than within regions. The expected differences within regions may be more associated with the degree of tribal solidarity and the degree of assimilation. Regional selection based upon Gastil's work incorporates both the geographical and cultural differences.

Sex differences are expected to relate to educational need differences. Which are transmitted through child rearing and social custom. These sex roles often require difference skills and social assignments, establishing a hypothetical basis for differences in needs. Young adults, just starting a career and family are expected to require different educational programs and services than the middle-aged adult whose family has already been established. Likewise, adults preparing for retirement require a different configuration of educational programs.

Demographic characteristics such as place of residence, health indicators, income, employment and family size are related to educational needs. The varying living conditions, availability of services, opportunity for employment, types of occupation, and types of community directly affect skill area needs which must be developed through education.

Sampling Plan

Figure 3 summarizes the sampling procedures, types of data collection, respondents, sample universe, sampling criteria and techniques, sampline frame, sample size and data requirements for each of the three studies required to complete the Adult Indian Education Needs Assessment. Technically, the State Education Agency and Office of Indian Education, Title IV, Part C Program studies do not

Insert Figure 3 about here

require any sampling, since all members of the sampling universe fall in the selected sample.

Instrumentation and Data Collection

The survey of state education agency of Adult Education Programs will be collected by means of the SEA Questionnaire of Adult Education Programs through a

mail survey of all the 50 state departments of adult education. The survey will involve initial mail contact with the Chief State School Officer and the SEA Department of Adult Education (this office exists within several different organizational frameworks depending upon the state. All 50 addresses are available.) The survey instrument will be followed by telephone contact and a sub-sample of site-visits for validation and/or follow-up. Due to the brevity of the instrument, the SEA experience with the NCES survey, and the samll number of questionnaires to be collected, non-response is not anticipated as a problem.

The IEA Title IV, Part C Programs Questionnaire will also be a mail survey of all of the currently funded programs. A cover letter explaining the purpose and design of the study will be sent to each of the FY '78 grantees by NIMS as a means of gaining the cooperation of program directors. The questionnaire will be designed to collect coordinated program information already in the program director's archives but is not currently available to OIE in usable form. Hence, the questionnaire will not require the generation of new data but instead will focus upon the accumulation of existing data to describe program characteristics. A subsample of program participants will collect participant characteristics and evidence of program impact by means of the Interview Schedule of IEA Title IV, Part C participants.

The Field Interview Schedule of Indian Adult Education Needs and the Composite Test of Functional Literacy are the primary data collection activities of the basic community survey. The basic survey will provide previously non-existent data upon the needs, educational attainment and functional literacy of Indian adults residing in the continental United States. The feasibility of collecting such data has been established through a similar basic survey of Indian adults residing in the state of Oklahoma. (Hall and Hackbert, 1976). The two previously mentioned mail surveys are primarily supportive efforts to the Indian community survey. These two census studies of program activities and operations will provide planning information for program design which will increase the utility of the community data which is vitally needed for Title IV, Part C legislative reauthorization.

Pretest

In the pretest of the SEA Questionnaire of Adult Education Programs item stems and stubs were checked for compatability with the NCES adult education program questionnaires. Definitions and terminology have been made compliant to the NCES handbook regulations. Two SEA's were asked to read through the SEA questionnaire checking for clarity of the items, for their knowledge capability to respond to the items and for completeness of the fixed response stubs. Unclear or unanswerable items have been eliminated. Revision of response stubs have been made to assure exhaustiveness of response choices.

In the pretest of the IEA Title IV, Part C Programs Questionnaire, four adult education program directors were used to pretest the instrument. Items were designed using an analysis of OIE application and reporting forms in concert with the SEA survey questionnaire. The four directors identified difficult or ambiguous items. These items were either deleted or revised to meet their response requirements.

In the pretest of the Field Interview Schedule of Indian Adult Needs and the Composite Test of Functional Literacy, nine selected Indian adults were used to pretest the interview after a staff review. The nine Indian adults were selected from different tribal groups and different geographical locales in the east. The following list of Indian adults participated in the pretest:

Name	Tribal Residence & Affiliation
Cathleen Thomas	Mississippi Choctaw Route 7 Philadelphia, MS 39350
Ruby Willis	Mississippi Choctaw Route 7 Philadelphia, MS 39350
McKinley Jim	Mississippi Choctaw Route 7 Philadelphia, MS 39350
Woodlin Lewis	Mississippi Choctaw Route 2 Philadelphia, MS 39350
Naomi Bell	Mississippi Choctaw Route 2 Philadelphia, MS 39350
Karen Rice	Caughnawayga Mohawk 60 Walsh Street Cambridge, MA 02138
Ethel Nevin	Mic Mac 48 Stockton Street Dorchester, MA 02124
Jake Denny	Mic Mac 105 S. Huntington Avenue Jamaica Plain, MA 02130
Barbara Floyd	Mic Mac C/O Boston Indian Council, Inc. 105 S. Huntington Avenue Jamaica Plain, MA 02130
Rebecca LaBilliows	Mic Mac 169 Calumet Street Roxbury, MA

Each of the pretest subjects were administered the two instruments by the president of NIMS or a NIMS staff member. Time of the interview and test was checked. Un lear or difficult items were identified and revised. The functional literacy items were drawn from instruments upon which validity and reliability has been calculated.

Confidentiality Requirements

Confidentiality requirements are as follows:

(a) The research firm will not report to the U.S. Office of Education/ Office of Indian Education any data related to a specific, identifiable Title IV, Part C adult education grantee or responding Indian adult.

(b) Adult Education Programs will be grouped and identified by characteristics indigeneous to types of programs, such as size, objectives, or activities rather than by grantee name or location.

(c) SEA data will be reported in a non-judgmental manner as is practiced by NCES in reporting their national survey of adult education.

(d) Data collected from individual respondents will be treated with strictest confidence. Names and addresses will only be used to contact respondents for follow-up purposes. No data will be reported on individual respondents by name, by county or by any other means of possible personal identification.

(e) Names of respondents will be destroyed after validation of the interviews and the scoring of the tests.

Expected End-Products

The data will be processed, tabulated and submitted at the following times.

Eastern Studies

Interim Report	January, 1979
Final Report	July, 1979

Western Studies

First Interim Report	July, 1979
Second Interim Report	July, 1979
Third Interim Report	July, 1980
Final Report	July, 1980

Several working papers which are presently planned as elements within iterim and final reports have been identified. They have been numbered and entitled as follows:

Working Paper #1: Program Amendment

Working Paper #2: Legislative History of Adult Indian Education

Working Paper #3: Survey Requirements: Field Interview Schedule

Working Paper #4: Survey Requirements: SEA Mail Questionnaire

Working Paper #5: Survey Requirements: IEA, Title IV, Part C Program Questionnaire

Working Paper #6: Sources of Bias in the Field Interviewing Process

Working Paper #7: Field Interviewer Supervisory Techniques

Working Paper #8: Field Interviewer Monitoring Procedures

Working Paper #9: Technical Data Control Report

Working Paper #10: Data Processing Plan

Working Paper #11: Outline of Final Report

Working Paper #12: Dissemination Strategy

Extensive summaries of pertinent information will developed for Federal decision-makers, Congress, adult educators and Indian leaders. The final report will consist of five sections:

I. Summary

II. Study Methodology

III. Findings and Discussion

IV. Conclusions and Program Recommendations

V. Technical Appendices

The expected publication date of the final report is July 30, 1980.

The tabluation of the data for the report will involve the following types of displays:

- Summary tabluations of Adult Indian Needs (both weighted and unweighted) across:

  (a) tribal groups
  (b) urban-rural categories
  (c) demographic characteristics
  (d) educational characteristics
  (e) social indicators
  (f) literacy levels
  (g) occupational types
  (h) geographic regions
  (i) age levels
  (j) sex categories
  (k) states
  (l) native language categories

- Summary tabulations of levels of Indian adult literacy (both weighted and unweighted) across:

  (a) tribal groups
  (b) urban-rural categories
  (c) demographic characteristics
  (d) educational characteristics
  (e) social indicators
  (f) occupational types
  (g) geographic regions
  (h) age levels
  (i) sex categories
  (j) states
  (k) native language categories

- Cross tabulations of SEA Adult Education Program Objectives with:

  (a) expressed needs of Indian adults
  (b) measured literacy levels of Indian adults
  (c) sponsor sources
  (d) states
  (e) participation levels of adult Indians
  (f) accessibility of adult Indians
  (g) objectives of IEA Part C Adult Education Programs
  (h) costs

- Cross tabulations of IEA Title IV, Part C Adult Education Program Objectives with:

  (a) expressed needs of Indian adults
  (b) measured literacy levels of Indian adults
  (c) participation levels of adult Indians
  (d) characteristics of Indian participants
  (e) evidences of project impact
  (f) program costs

- Correlations of Program Costs with:

  (a) program participation
  (b) evidences of project impact

- Comparisons between levels of expressed needs of adult Indians on:

  (a) tribal groups
  (b) urban-rural categories
  (c) demographic characteristics
  (d) educational characteristics
  (e) social indicators
  (f) age levels
  (g) sex categories

- Comparisons between levels of functional literacy of adult Indians on:

  (a) tribal groups
  (b) urban-rural categories
  (c) demographic characteristics

(d) educational characteristics
(e) social indicators
(f) age levels
(g) sex categories

Consultation with the Indian Community and Outside Sources

Within the U.S. Office of Education the forms were reviewed by Lawrence LaMoure, Division Director, Parts B and C, Office of Indian Education, Gwen Shunatona, Branch Chief, IEA Title IV, Part C, and Diana Loper, OIE, Part C Program Specialist. The instruments were also reviewed by the following members of various Indian communities:

Name	Tribe	Location
Ms. Lana Rozler	Seneca	P. O. Box 231 Salamanca, NY 14779
Mike Tiger	Seminole	6073 Stirling Road Hollywood, Florida 33024
Steve Nevin	Mic Mac	105 S. Huntington Avenue Boston, MA 02130
Mike Limas	Navajo	1124 West Granville Chicago, Illinois 60660
Reva Crawford	Cherokee	1015 E. Sierra Vista Phoenix, Arizona 85014

Representatives of two state departments of adult education, four project directors, and nien selected Indian adults participated in the pretest of the instruments.

The National Indian Adult Education Association was consulted in the design of the Adult Education Program questionnaire.

The Chief State School Officers and Tribal leaders were notified of the study, its purpose, and the specifics of the basic survey. Letters of interest and support and/or agreements to cooperate have been received from 19 Chief State School Officers and from 22 county sites.

Estimation of Respondent Reporting Burden

The field-tests of the instrument were timed in order to estimate the average person-hours required for response by instrument.

	Instrument	Average Time	Average No. Respondents	Total Time
a.	SEA Survey of Adult Education Programs	1 hr.	24	24 hrs.
b.	Survey of IEA Title IV, Part C Programs	45 min.	52	39 hrs.
c.	Interview Schedule of IEA Title IV, Part C Program Participants	30 min.	1560	780 hrs.
d. and e.	Field Interview Schedule of Indian Adult Needs and Functional Literacy	1 hr. - 15 min.	1260	1575 hrs.
	TOTAL:			2418 hrs.

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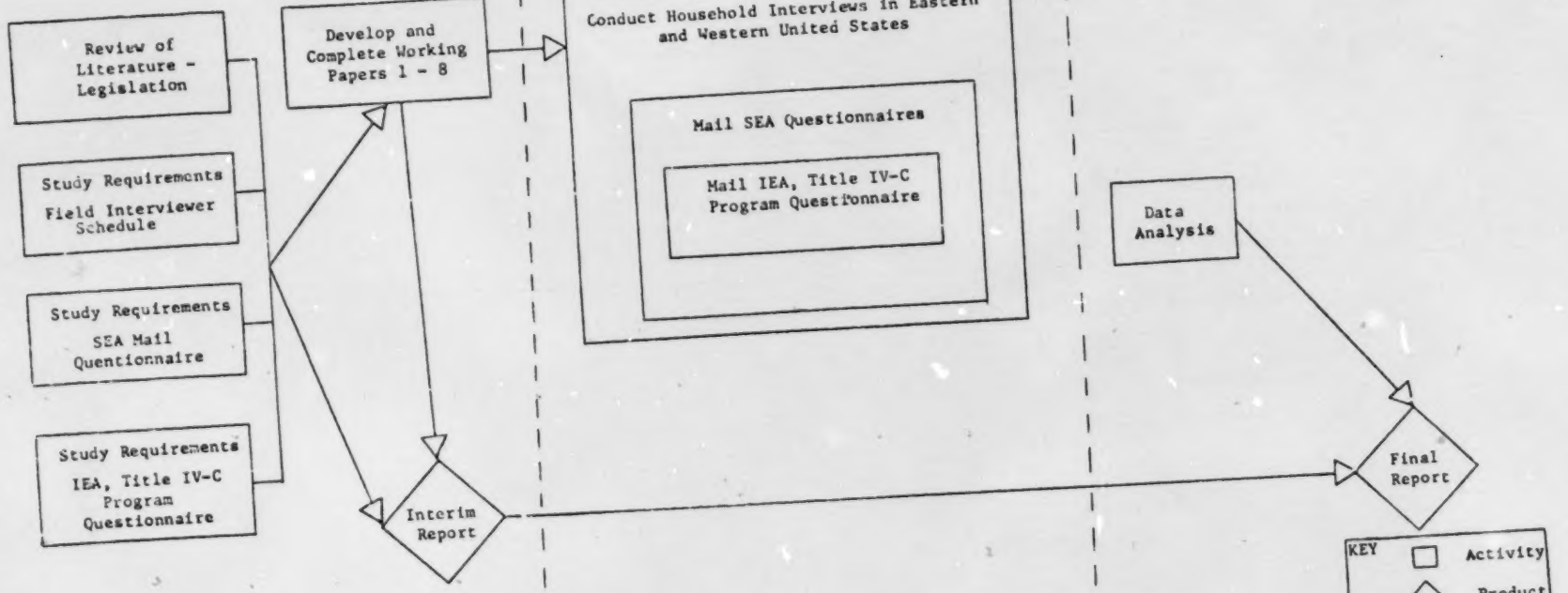
SURVEY OBJECTIVES, BASIC STUDY QUESTIONS, AREAS OF INQUIRY, PRODUCTS OF STUDY

OBJECTIVES	BASIC STUDY QUESTIONS	AREAS OF INQUIRY	PRODUCTS OF STUDY
1. To provide for a basic survey to define accurately the extent of the problems of illiteracy and lack of high school completion	A. What is the illiteracy levels of adult Indians? B. What is the educational attainment level of adult Indians. C. What are the social indicators associated with educational attainment and illiteracy?	o Total Indian adults in Eastern 23 states o Indian adults in Western 25 states	Interim Report Final Report . Eastern . Western
2. To provide information on the operations and attainment of federal and state supported ABE/GED/SEA services to adult American Indians	A. What are the program characteristics of ABE/GED/SEA programs? B. What are the program participant characteristics? C. What are the staff characteristics? D. What types of services are presently being provided to adult Indians? E. What is the nature of the community involvement?	o SEA, Federal SEA FY '78 Programs	Interim Report Final Report
3. To recommend possible program strategies for addressing the educational needs of adult Indians.	A. What are the program characteristics of IEA ABE/GED/SEA model programs? B. What the program participant characteristics of IEA model programs? C. What are the staff characteristics of IEA model programs? D. What types of services are presently being provided? E. What is the nature of the community involvement?	IEA FY '78 Programs	Interim Report Final Report

SCHEMATIC OF THE INTERRELATION OF SURVEY ACTIVITIES AND PRODUCTS



INTEGRATED SAMPLING PLAN SUMMARY

SURVEY COMPONENTS \ COMPONENTS OF THE SAMPLING PROCESS	TYPE OF DATA COLLECTION	RESPONDENTS	SAMPLING UNIVERSE	SAMPLING CRITERIA AND TECHNIQUES	SAMPLING FRAME	SAMPLE SIZE	DATA REQUIREMENTS OF SAMPLING
FIELD INTERVIEW STUDY	Structured-Precoded Personal Household Interviews	Adult Indians 18 years of age and older	121,169 Adult Indians	Multi-stages, Stratified random sample	County estimates with 250 or more Indians excluding Alaska and Hawaii	63 counties 3,369 completed interviews	1. List of All Adult Indians in Title IV-Part A Schools 2. List of All Adult Indians with children enrolled in BIA schools
TITLE IV-C PROGRAM STUDY	Semi-Structured Mail and Personal Interviews	Program Directors of 1977-1978 Title IV-C Projects	51 Title IV-C Projects	None	Projects	51	1. List of All 1977-1978 IEA Title IV-C Projects and Project Directors
STATE EDUCATION AGENCY ABE/GED/SEA STUDY	Mail Question-naires	Adult Education State Coordi-nator	50 States	None	SEA	50	1. List of SEA ADult Education Coordinators